

Sul Ross State University

ENG 3311  
 Spring 2023  
 CRN: 21683



<b>Instructor:</b>	Dr. Kathy Stein
<b>Office Hours:</b>	TR 10:30-noon or by appointment (unless I am otherwise engaged in university business)
<b>Office Location:</b>	FERG Hall 214B
<b>Telephone:</b>	432-837-8770 (FERG)
<b>Email Address:</b>	<a href="mailto:kstein@sulross.edu">kstein@sulross.edu</a>
<b>Class Schedule:</b>	TR 12:30-1:45
<b>Classroom Location:</b>	FERG Hall 203

ENGL 3311: Children’s and Adolescent Literature  
 Course Policies and Procedures

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**Access:**

BlackBoard Access

Sul Ross E-Mail Account

Internet Access (Office 365/OneDrive Access)

Flash Drive

You will want to have access to a grammar handbook with MLA content

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**Course Materials:** (I have given you the ISBNs of the versions of these books that I have. You are welcome to use whichever version of these books that you have access to, but it will be up to you to match up the pages for any assignments.)

*The Norton Anthology of Children’s Literature* – edited by Jack Zipes, et al. (ISBN: 0-393-97538-X)

*A Child Called “It”*: *One Child’s Courage to Survive* by David J. Pelzer (ISBN: 1-55874-366-9)

*Ender’s Game* by Orson Scott Card (ISBN: 0-812-55070-6)

*The Watsons Go to Birmingham* by Christopher Paul Curtis (ISBN: 978-0-440-41412-4)

*Where the Wild Things Are* by Maurice Sendak (ISBN: 978-0-644-13178-1)

*A Wrinkle in Time* by Madeleine L’Engle (ISBN: 978-0-312-36754-1)

You can purchase these items online through Akedemos, the online bokstore:

<https://sulross.textbookx.com/institutional/index.php?action=browse#books/3668007/>

**Open Educational Resources:**

Purdue Online Writing Lab:

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

MLA Style Center:

[https://style.mla.org/?\\_ga=2.218587290.2064535339.1595451009-1173739538.1595451009](https://style.mla.org/?_ga=2.218587290.2064535339.1595451009-1173739538.1595451009)

Department of Defense Manual for Written Material (DOD 5110.4-M)/Writing Style and Preferred Usage:

<https://www.esd.whs.mil/CMD/MFWM/>

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**Course Description:** “A survey of children’s and adolescent literature and a familiarization with outstanding authors and illustrators of that literature. Includes the application of literary evaluation to children’s and adolescent literature and a survey of resources available.” (*SRSU 2022-2023 Undergraduate Catalog*).

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**Course Objectives/Student Learning Outcomes:****Section I. Introduction**

Welcome to ENG 3311! We will spend this semester exploring the world of literature as it is written for children and adolescents. I’m willing to bet that most of you are going to be shocked at what has been considered “appropriate” literature for children over the centuries. We can look forward to some interesting readings.

**Section II. Course Design: Communication Infused**

To be successful in college and beyond, many sources (e.g., Morreale & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university students should receive training to navigate a global world as competent communicators in various contexts and channels of communication.

Through our Quality Enhancement Plan (QEP) called *Compass*, Sul Ross aims to equip you to navigate excellence in the 21<sup>st</sup> century by developing your communication skills across multiple courses. This [insert program/discipline/course name] course is designed to enhance your communication skills. Therefore, this course has the following QEP Student Learning Outcome:

**Section III. QEP Student Learning Outcome**

QEP SLO: The student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual).

**Section IV. Course Objectives**

Students in ENG 3311 will do the following;

- 1) examine the historical development of children and adolescent literature through the

- academic lens;
- 2) analyze pedagogical methodologies inherent in the literature;
  - 3) understand techniques used in the creation and presentation (uses) of this literature, especially those historically proven with both popular and critical audiences;
  - 4) prepare to enter the academic and professional markets with a full understanding of educational and professional expectations within this genre;
  - 5) develop the appropriate language for expert navigation of the genre and the academic discussion of the children and adolescent literature as a genre;
  - 6) prepare professional documents which reflect careful and successful rhetoric;
  - 7) communicate carefully, fully, and successfully via an online environment.

### **Section V. Student Learning Outcomes**

English (undergraduate) Program Learning Outcomes:

Graduating students will demonstrate in ENG 3311 that they can

- 1) construct essays that demonstrate unity, organization, coherence, and development
- 2) analyze literary works by applying principles of literary criticism or theory
- 3) demonstrate creativity or originality of thought in written or multimedia projects
- 4) compare/contrast and analyze major works and periods within World, English, and American literature.

### **Section VI. Marketable Skills**

English Program Marketable Skills:

- 1) Students will communicate effectively in writing and speaking.
- 2) Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
- 3) Students will recognize how social and cultural contexts shape meaning and language.

**Educator Standards:** For students seeking certification, this course will cover aspects of the following TEA educator competencies:

#### **English Language Arts and Reading EC-6 Subject I:**

*Competency 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.*

*Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.*

*Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.*

*Competency 009 (Reading, Inquiry, and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.*

*Competency 010 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.*

*Competency 011 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.*

*Competency 012 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, and provides students with opportunities to develop in this area.*

*Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.*

### **English Language Arts and Reading 4-8 Domain II:**

*Competency 004 (Reading Comprehension and Assessment): The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.*

*Competency 005 (Reading Applications): The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply those skills and strategies to enhance their reading proficiency.*

*Competency 006 (Written Language—Writing Conventions): The teacher understands the conventions of written English and provides instruction that helps students develop proficiency in applying written conventions.*

*Competency 007 (Written Language—Composition): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.*

*Competency 008 (Study and Inquiry Skills): The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.*

### **English Language Arts and Reading 7-12**

#### **Domain I:**

*Competency 001: The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.*

#### **Domain II:**

*Competency 004: The teacher understands reading processes and teaches students to apply these processes.*

*Competency 005: The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.*

*Competency 006: The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.*

*Competency 007: The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.*

*Competency 008: The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.*

*Competency 9: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes, and contexts.*

## Section VII. Course Requirements and Grading

### Course Assignments and Grading:

Assignments	Possible Points	Points Earned
Diagnostic Essay	100	_____
Historical Analysis Paper	200	_____
Research Essay	200	_____
Research Essay Presentation 	100	_____
Content Study Notebook	200	_____
Participation/Daily Grades	100	_____
Final Exam	100	_____
<b>Total</b>	<b>1000</b>	_____

### Grading Scale:

- 1000 - 900 points = A
- 899 - 800 points = B
- 799 - 700 points = C
- 699 - 600 points = D
- 599 or fewer points = F

## Section VIII. Course Assignments

**Diagnostic Essay:** You will write an in-class essay. Due: Jan. 19

**Historical Analysis Essay:** You will write a 2-3 page historical analysis of an author of children's or adolescent literature. Due: Feb. 28.

**Research Essay:** You will write a research-based analysis of a controversial piece of children's or adolescent literature. Your essay will be 7-10 pages long. Due: Apr. 13.

**Research Presentation:** In an oral presentation, you will share the information that you wrote about in your Research Essay. Your oral presentation will include a PowerPoint presentation that will consist of a minimum of 10 slides with at least one graphic and last from five to eight minutes. PowerPoint is due April 25.

**Content Study Notebook:** In your notebook, you will document the reading/work that you complete this semester. These materials will provide you with a study guide for the certification examinations. Attention to detail is important. Due May 2.

**Participation/Daily Grades:** You are expected to have read all assigned readings before each class period. You are also expected to be able to refer to specifics from each set of readings each class day. Over the course of the semester, we will also have quizzes or

engage in activities for which you will receive a daily grade. These quizzes/activities are not listed in the syllabus. There are no make-ups for missed daily grades.

**Final Exam:** You will write an in-class essay.

### Course Policies:

1. **Attendance:** Attend class! Successful students commit to attending class regularly. Being a better writer requires you working hard at practicing good writing skills. You don't have to be super smart to be a good student. You have to be committed.

Satisfactory attendance does not consist of your mere physical presence in the classroom. You need to come to class, be on time, stay until class is dismissed, complete your homework, finish writing assignments on time, and be ready to engage intellectually with the material, with me, and with your classmates.

Everything else constitutes unsatisfactory attendance and includes, but is not limited to, absences, tardiness, leaving the classroom early, coming to class unprepared to participate (without materials and/or assignments), sleeping, and/or using your cell phone (turn off before class begins), etc. Part of your participation grade is dependent upon your being in class and ready to engage in class discussions.

I have no desire to fight you over your cell phones, but think about it. If you don't want to be in class and if you'd rather be on your phone, then leave class and be on the phone. Don't interrupt class with your inattention.

No absences will be "excused" (uncounted) unless they result from your carrying out official, verifiable university business recognized by SRSU. Excused absences will only matter for daily work, and only if you inform me before you miss a class that you have an absence upcoming. Because you have so much time to work on major papers/packets, the due dates for them are still in effect even if you have an excused absence or accommodation. For the Research Presentations, you will need to let me know ahead of time if you have an excused absence that prevents you from presenting on one of the scheduled presentation dates.

You have paid to attend this class. It is up to you to choose to attend this class. It is difficult to do well in a class that you do not attend. The decision is yours. Should you decide to drop this class, you must do so before 4:00 p.m. on April 14, 2023. Remember that the State of Texas only allows you six withdrawals.

Should you have to miss a class, you are still responsible for everything that is covered in that class. Missing class or being late is not an excuse for missing a due date or misunderstanding an assignment. Your classmates are always your first resource for notes on what you missed. You should feel free to contact me should you need more clarification.

While I do not drop for attendance, I use your attendance to support my analysis of what is happening with your grades.

2. **Late Work:** Do all assignments and submit them in BlackBoard when requested. Even if you cannot be in class when the assignment is due, **the assignment itself is still due.**

Work submitted after the beginning of class on the date an assignment is due will automatically receive a 10% deduction to the grade for the first week it is late. In other words, a grade of 92 will become a grade of 82. If your assignment is more than a week late, then you will lose at least 20% of the points.

Please mark your calendar with all of the due dates for all assignments this semester. Do not put yourself in the position of losing points because you failed to turn in assignments in a timely

fashion or did not submit all parts of the assignment. If you are having issues submitting your work on time, then I need to know this before the item is due.

In class work/daily grades are not made up. If you have a university excused absence, then I will not count this assignment against you, but there will be no make-up.

3. **Format:** You will use MLA format. All submitted drafts must be word processed. Computers and printers are available to you in the library. Any work completed in class must be legible. To receive the maximum number of points, you must follow directions.

4. **Academic Integrity:** Academic dishonesty hurts everyone and reduces the value of college degrees. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found on the Sul Ross website (p. 91):

“Cheating” includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.
12. "Falsification of Data" means the representation, claim, or use of research, data, statistics, records, files, results, or information that is falsified, fabricated, fraudulently altered, or otherwise misappropriated or misrepresented.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty but must notify the student of his/her right to appeal to the department chair, the dean and eventually, to the Provost and Vice President for Academic Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or of the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. The decision of the Provost and Vice President for Academic Affairs shall be final.

In the case of flagrant or repeated violations, the Vice President for Academic and Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

In addition, please note that plagiarism detection software may be used in this class for written assignments.

**SRSU Academic Integrity Statement:** Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

5. **Respect:** I want you to feel free to speak your mind in this class. However, we will share our ideas in a respectful manner. We don't have to agree with each other, but we do have to support each other's right to have a differing point of view.

**SRSU Classroom Climate of Respect Statement:** Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

6. **SRSU Diversity Statement:** I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to

create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

**7. E-Mail, BlackBoard, and Office 365/OneDrive:** You will want to check your Sul Ross e-mail regularly. It is an easy way for me to stay in contact with you and for you to stay in contact with me. I will use BlackBoard to send messages to your class, provide you access to class assignments, and post your major paper grades. We will use BlackBoard in class. You need to be able to access both your SRSU e-mail, BlackBoard, and Office 365/OneDrive accounts.

If you need log-in help, please call 432-837-8888.

Check your access early in the semester. I would recommend that you save your work on Office 365/OneDrive. This way you can access your work from any computer that has Internet access.

### **Technical Support**

The Support Desk is where you can direct your more technical BlackBoard questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk using one of the following methods:

By calling 888.837.6055

Via email [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)

Using resources from the Technology Support tab within BlackBoard

**8. Writing Help:** I strongly recommend that you have a tutor look at your work before you turn in the final draft. The Tutoring Center is located in the library in the Lobo Den. You can also access the Writing Center via BlackBoard.

**9. Accessibility Services:** SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

**10. SRSU Library Services:** The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([rsulibrary@sulross.edu](mailto:rsulibrary@sulross.edu)), or phone (432-837-8123).

11. **Grading:** Be sure to keep all of your graded work. Any time that you have questions about the grade that you have received on an assignment, please schedule a meeting with me to discuss your writing.

12. **Reading:** This course is an intensive-reading course. Your time management skills are going to need to be top notch this semester. Keep up with the reading. Don't get behind. Keep up with your Content Study Notebook as the semester goes along. Don't wait until the end of the semester to input the required information.

13. **SRSU Distance Education Statement:** Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

**14. Copyright Notice:**

My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright of your original papers and exam essays. If I am interested in posting your answers or papers on the course website, I will ask for your written permission. ©2023

**15. Talk to Me:** If you have questions or concerns, talk to me. I can't help if I don't know what the problem is.

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## Sul Ross State University

Dr. Stein  
CRN: 21683/001

Spring 2023  
TR 12:30-1:45  
FH 203

ENGL 3311: Children's and Adolescent Literature  
**Course Calendar**

- Jan. 19 (R) Discuss: Syllabus and Course Calendar.  
QEP Rubric Review.
- Jan. 24 (T) **Diagnostic Essay (In-Class).**  
*NOTE: Late Registration Ends*
- Jan. 26 (R) Introductions to Each Other.  
Discuss: Introduction to Course; Annotation, Summary, and Paraphrase.
- Jan. 31 (T) Read: *The Norton Anthology of Children's Literature*: "Alphabets" (1-31);  
"Picture Books" (1051-97); *Where the Wild Things Are.*"  
Assign: Content Study Notebook.
- Feb. 2 (R) Read: *The Norton Anthology of Children's Literature*: "Verse" (1117-1291) –  
Read any 20 children's poems. (Be sure to include among your 20 poems at least  
one from each section that is listed in your Content Study Notebook).  
Assign: Historical Analysis Essay.
- Feb. 2 (R) Note: Census Day; after this date, any drop will count as one of your six allowed  
drops.*
- Feb. 7 (T) Discuss: MLA: Formatting, Works Cited, and In-Text Citations.
- Feb. 9 (R) Read: *The Norton Anthology of Children's Literature*: "Fairy Tales" (175-84);  
"The Master Cat" (185-89); "The Governess" (189-199).
- Feb. 14 (T) Read: *The Norton Anthology of Children's Literature*: "Little Red Riding Hood"  
tales (338-86).
- Feb. 16 (R) Read: *The Norton Anthology of Children's Literature*: "Fairy Tales"(175-184):  
"Beauty and the Beast" (199-08); "Hansel and Gretel" (208-14); "The  
Nightingale (215-21; "The Happy Prince" (257-63); "Jack and the Devil's  
Daughter" (317-24); "The Paper Bag Princess" (327-29); "Antelope Woman: An  
Apache Folktale" (336-38).
- Feb. 21 (T) Read: *The Norton Anthology of Children's Literature*: "Animal Fables" (387-  
417).

- Feb. 23 (R) Read: *Norton Anthology of Children's Literature*: "Classical Myths" (419-22); *Tanglewood Tales* (424-32); "*The Adventures of Odysseus and the Tale of Troy*" (439-443).
- Feb. 28 (T) Read: *Norton Anthology of Children's Literature*: "Legends" (445-501).  
**Due: Historical Analysis Essay (Submit in BlackBoard by 11:59 p.m.).**
- Mar. 2 (R) Read: *Norton Anthology of Children's Literature*: "Life Writing" (1485-1490); from *Facts to Correct Fancies* (1491-95); *The Brownies Book* (1516-31).
- Mar. 7 (T) Read: *A Child Called "It": One Child's Courage to Survive*.
- Mar. 9 (R) Read: *Norton Anthology of Children's Literature*: "Domestic Fiction" (2067-79); "Editha's Burglar" (2184-95); "Each in His Own Tongue" (2196-2210).
- Mar. 14 (T) *Spring Break.*
- Mar. 16 (R) *Spring Break.*
- Mar. 20 (M) *Note: Mid-Term.*
- Mar. 21 (T) Read: *The Watsons Go to Birmingham*.
- Mar. 23 (R) Read: *Norton Anthology of Children's Literature*: "Adventure Stories" (1623-32); from *The Adventures of Robinson Crusoe* (1633-43); from *Winnie-the-Pooh* (1658-66).
- Mar. 28 (T) Read: *Norton Anthology of Children's Literature*: "Science Fiction" (897-904); "The Last Super Bowl Game" (1012-24) and "Of Mist, and Grass, and Sand" (1025-1038).
- Mar. 30 (R) Read: *Ender's Game*.
- Apr. 4 (T) Read: *Norton Anthology of Children's Literature*: "Fantasy" (551-58); "The New Mother" (567-82); "Summer Reading Is Killing Me!" (875-96).
- Apr. 4 (T) *NOTE: Last day to withdraw from the 16 week course/term with a grade of 'W'. Drops must be processed and in the University Registrar's office by 4 p.m.*
- Apr. 6 (R) Library Work Day. Meet at the 2<sup>nd</sup> floor computer lab.
- Apr. 7 (F) *Good Friday: No Class!*
- Apr. 11 (T) Library Work Day. Meet at the 2<sup>nd</sup> floor computer lab.

Apr. 13 (R) Read: *Norton Anthology of Children's Literature: "Comics"* (1099-1115).  
**Due: Research Paper (Submit in BlackBoard by 11:59 p.m.).**

Apr. 18 (T) Read: *A Wrinkle in Time*.  
Determine presentation order for PowerPoint Research Presentations.

Apr. 20 (R) PowerPoint Research Presentation Work Day.

Apr. 25 (T) Content Notebook Work Day.  
**Due: PowerPoint Research Presentations (Submit in BlackBoard by 11:59 p.m.).**

Apr. 27 (R) **Research Presentations.**

May 2 (T) **Research Presentations.**  
**Due: Content Study Notebook (Submit in BlackBoard by 11:59 p.m.).**

May 4 (R) **Research Presentations.**

May 11 (T) End of Semester Debrief. Final Exam Review.

May 11 (R) Dead Day. No Classes.

May 17 (W) **Final Exam: 10:15 – 12:15**

*May 19 (F) Final Grades for Seniors Due to Registrar: Noon*

Note: This calendar is tentative and may be changed to best meet the needs of your class.

## QEP MAPPED CLASS CARDINAL RUBRIC



### Definition

The process of sending, receiving and interpreting messages through written, oral, or nonverbal communication channels to effectively convey information, and/or by which two or more people understand.

### Framing Language

Communication is transmitted through a variety of modes (oral, written, or visual). This rubric is specifically designed to evaluate communication in an academic environment to determine that the central message is conveyed, reinforced by multiple supporting materials and purposefully organized.

Communication in an academic environment may include: a variety of written works such as academic papers, lab reports, poetry, webpages, personal essays; oral presentations of sufficient length such that a central message is conveyed, supported and purposefully organized; visual media, including but not limited to posters, PowerPoints, videos, graphic art, and infographics.

### Glossary

*The definitions below serve to clarify terms and concepts used in this rubric only.*

**Organization:** The grouping and sequencing of ideas and supporting material. Organizational patterns supporting effectiveness typically include an introduction, one or more identifiable sections in the body and a conclusion. An organizational pattern should be purposeful and make the content easy to follow. Potential patterns might include a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern.

**Content Development:** The ways in which a topic is explored and represented in relation to its audience and purpose.

**Purpose:** The main point/thesis/"bottom line"/"take-away" of a message. A clear purpose is easy to identify. For example, is the message meant to persuade or to inform, to report or to summarize, or to amuse?

**Academic Language:** Language supporting the effectiveness of a central message is appropriate to the topic, genre/discipline, audience, is grammatically correct, and clear. Language enhancing the effectiveness may also be vivid, imaginative, and expressive.

**Supporting Material:** In communication, students draw upon sources to extend, develop, define, or shape their ideas. Digital citizenship, the careful consideration of copyright and fair use of images is important. The student considers reliability of communication to include an understanding of accuracy, applicability, currency, liability, and completeness.

**Technique:** Execution or performance of communication skills given the mode of communication. For example, in writing, technique may include mechanics and use of style; in oral communication, it may include nonverbal cues and use of voice; in visual works, it may include the use of the medium.

Cardinal Rubric was adapted from the Association of American Colleges and Universities oral communication VALUE rubric, the National Communication Association's Speaking and Listening Competencies for College Students, Texas A&M University's Visual Communication rubric, Otis College of Arts and Design's Fine Arts rubric, Lane Community College Communicating Effectively Rubric, and Stephen F. Austin State University's assessment rubric for Oral and Visual Communication.

### QEP MAPPED CLASS CARDINAL RUBRIC

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet formative (cell one) level performance.

	Exemplary	Satisfactory	Developing	Formative
<b>Organization</b>	Organizational pattern is clearly and consistently observable, skillful, and makes the content of the message cohesive.	Organizational pattern is clearly and consistently observable; contains elements of logical development; contains clear transitions; has a	Organizational pattern is intermittently observable; lacks organization; it is sometimes disjointed and/or awkward.	Organizational pattern is not observable; has no discernible organizational structure; contains random unconnected elements.
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the topic, conveying understanding or a useful perspective.	Uses appropriate, relevant, and compelling content to explore ideas within the context. It is clear, accurate and appropriate.	Uses appropriate and relevant content to develop and explore ideas but may have inaccuracies or may be unclear at times. Provides limited insight or information.	Uses appropriate and relevant content to develop simple ideas in some parts of the work. May contain misinformation, or may be confusing or misleading.
<b>Purpose</b>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. The purpose of the message is clearly conveyed.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). The purpose of the message can be discerned with some effort.	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). The purpose of the message is vague or unclear.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). The purpose of the message is not at all apparent or is missing.
<b>Academic Language</b>	Communication is grammatically correct. Language choices are imaginative, memorable, compelling, and demonstrate constructive knowledge, connects with audience and flows well. Error free.	Communication is grammatically correct. Language choices are thoughtful and generally effective, demonstrate constructive knowledge, connects with audience and flows well. Limited errors.	Grammar occasionally interferes with communication. Language choices are mundane, commonplace, and partially effective. Language is moderately appropriate to audience. Includes some errors.	Errors in grammar and format. Language choices are questionable and minimally effective. Language is not appropriate to audience. Uses language that sometimes impedes meaning.
<b>Supporting Material</b>	Demonstrates skillful use of a variety of supporting material that are high-quality, credible, relevant sources to develop ideas that are appropriate for the intended message or discipline.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the intended message or discipline. Though limited, it refers to supporting information or analysis, or establishes credibility of authority on the topic. Generally attributes sources as appropriate.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the intended message or discipline. Makes reference to weak/partial supporting information or analysis. Sources are inconsistently attributed.	Demonstrates an attempt to use sources to support ideas but it insufficiently makes reference to information or analysis that minimally supports the intended message or topic. Fails to attribute sources as appropriate.
<b>Technique</b>	Demonstrates exemplary appropriateness and quality of technique for the chosen mode. For example, skillful execution of genre and disciplinary conventions on written works; skillful oral delivery; exemplary craftsmanship of visual works.	Demonstrates appropriateness and quality of technique for the chosen mode. For example, appropriate execution of genre and disciplinary conventions on written works; or, effective oral delivery; or, notable craftsmanship of visual works.	Attempts to demonstrate appropriateness and quality of technique for the chosen mode. For example, follows expectations of execution of genre and disciplinary conventions on written works; satisfactory oral delivery; satisfactory craftsmanship of visual works.	Marginal demonstration of appropriateness and quality of technique for the chosen mode. For example, attempts to execute basic genre and disciplinary conventions on written works; poor oral delivery; poor craftsmanship of visual works.